Module Descriptor

Title	Dissertation Practitioner Research		
Session	2026/27	**Status**	
Code	UGED10002	**SCQF Level**	10
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Education and Social Sciences**		
Module Co-ordinator	J Stewart		

Summary of Module

This module relates to and builds on Level 9 modules, during which students built critical analysis skills and understanding of literature within a particular area of focus (Health and Wellbeing, Inclusive Education, Languages, Literacy, Mathematics, or Science, for example). The critical analysis skills and knowledge of literature developed contribute to the initial reading and activities for this module.

This module supports students to cultivate a basic understanding of educational research and introduces them to the diversity of approaches to educational inquiry. The module develops students' understanding of ethical principles and supports students to develop understanding of methodological principles and approaches of research design, data collection, reporting and analysis. There is particular emphasis on the approaches to research that informs the development of their project (i.e. interviews, observation and questionnaires). Students learn about each method and apply the most appropriate approach to their project.

Students are supported to identify a specific focus for their practitioner enquiry, with a view to extending the depth of their understanding. Students may choose to study an overarching theme (such as inclusion or assessment), and then focus in on a far narrower research question, addressing a particular area of interest or development. Students develop skills that support them to complete a literature review on their chosen topic area. This includes reflection on the relevant educational processes and current debates. They are also required to undertake a research project in school. The module supports students to meet the GTC Scotland Standard for Provisional Registration, specifically: Professional Commitment (1.2); Have knowledge and understanding of Research and Engagement in Practitioner Enquiry (2.1.2); Have knowledge and understanding of Education Systems (2.2.1); Have a knowledge and understanding of Learning Communities (2.2.2); Engage critically with literature, research and policy (3.3.1); Engage in reflective practice to develop and advance career-long professional learning and expertise (3.3.2).

In relation to learning for sustainability, students build on the work from the critical analysis module by expanding their understanding of enquiring and critical approaches. It complements the work in the leadership for learning module by developing critical reflection skills. Through participating in the module, students develop UWS Graduate Attributes: in this core module students are encouraged to develop a set of globally relevant skills, abilities and behaviours that will support them in becoming motivated, work ready and successful. A broad range of personal, academic and professional attributes are embedded within the activities and content

of the module. In this module a particular focus is given to developing critical thinkers who are knowledgeable, analytical, inquiring and research-minded educators.

Module Delivery Method	**On-Campus[1]** ☒	**Hybrid[2]** ☐	**Online[3]** ☐	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☒ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☒	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate awareness and understanding of the role of educational research and of educational research methods
L2	Be aware of, discuss and reflect upon research literature, both national and international, within a specific curricular area / educational issue.
L3	Apply critical knowledge and understanding of relevant theories, concepts and principles of research to practitioner research.
L4	Demonstrate an understanding of the principles of ethical research and the purpose of ethical regulation in order apply knowledge of ethical issues in educational research.
L5	Make effective use of citation indexes, online databases and a wide range of journal abstracts for obtaining information on educational research.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	SCQF 10 Critical understanding of principal theories, concepts and principles of

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	one area of choice within primary education. Knowledge and understanding in area of focus, informed by current educational initiatives in the Primary education sector in Scotland. A critical understanding of the research design, tools and methodologies available to them.
Practice: Applied Knowledge and Understanding	SCQF 10 Using a range of professional skills and practices associated with educational research within a specific curricular area or issue. Practising routine methods of inquiry and/or research related to a specific curricular area or issue. Executing a defined project of investigation in a school context and identifying and implementing relevant outcomes. Practising in a range of professional level contexts that include a degree of unpredictability. Using a number of skills, practices and/or materials that or specialised and/or advanced in the design of educational research within a specific curricular area or issue.
Generic Cognitive skills	SCQF 10 Critically identify, defining, conceptualizing and analysing educational issues that are informed by forefront developments in Scottish primary education. Demonstrate originality and creativity in discussing primary educational issues. Critically review and consolidating knowledge, skills, practices and thinking in the primary educational sector. Make judgements where data are limited and be explicit about the reason for this. Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues associated with the educational research. Draw on a range of national, international, historic and current sources in making judgements and presenting arguments.
Communication, ICT and Numeracy Skills	SCQF 10 Present and convey formally and informally, information about a specialised topic in primary education to an informed audience. Communicate with peers, supervisors and teachers. Use a range of ICT applications to support and enhance their written work. Interpret, use and evaluate numerical and graphical data to achieve goals/targets that relate to the stated learning outcomes.
Autonomy, Accountability and Working with Others	SCQF 10 Exercise autonomy and initiative in activities relating to the stated learning outcomes.

	Practise in ways that show awareness of own and others' roles and responsibilities. Work, under guidance, with specialist practitioners. Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, seeking guidance where appropriate.

Prerequisites	**Module Code**	**Module Title**
	UGED09009 CA of Health & Wellbeing Teaching UGED09010 CA of Inclusive Education UGED09002 CA of Literacy Teaching UGED09005 CA of Mathematics Teaching UGED09003 CA of Language Teaching UGED09006 CA of Science Teaching	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. In all modules on the B.A. Education programme, we take an authentic, best-practice and forward-looking approach to learning activities and assessment. There is a strong emphasis on situated learning and authentic professional scenarios. We are committed to interactive learning and the small number of learning activities that are purely transmission of information are normally pre-recorded. In workshops, which utilise classrooms, and other facilities as appropriate, the outdoors and the VLE, main methodologies include collaborative working and student presentations. All learning activities are aligned to relevant aspects of the professional standards. Individual, group or tutor-led reflection is required throughout. Learning activities develop 21st century skills such as communication, collaboration, and critical thinking. Learning activities, assessment and feedback, where appropriate, provide students with choice, such as students' selection of the area of focus for their practitioner enquiry.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	45
Tutorial / Synchronous Support Activity	15
Asynchronous Class Activity	15
Independent Study	325
Please select	

Please select	
TOTAL	400

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

Given the professional nature of the programme, 100% attendance and engagement is expected. Attendance at all classes is recorded and collated centrally and, if there are concerns, there will be liaison between the programme leadership team, personal tutor and the student to identify steps to support engagement and success.

In accordance with module and programme handbooks, any student whose attendance has fallen below the 75% minimum requirement for a module could be withdrawn from and given a re-attend decision for that module. To assure placement partners that students are appropriately prepared to undertake periods of school experience, unsatisfactory attendance across academic modules may prevent progress to placement, or result in withdrawal from the programme, as a student would be deemed not to have met the professional requirements of the programme as accredited by GTC Scotland.

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Bell, J. (2014) Doing Your Research Project: A Guide for First-Time Researchers in Education. 6th ed. Berkshire: Open University.

Cohen, L., Manion, L. and Morrison, K. (2018) Research methods in education (8th ed). Abingdon, Oxon.

Drever, E. (2003) Using Semi-structured Interviews in Small-scale Research: A Teacher's Guide. Edinburgh: Scottish Council for Research in Education.

Lichtman, M. (2013) Qualitative research in education: a user's guide (3rd ed). London: Sage

Munn, P. & Drever, E. (2004) Using Questionnaires in Small-scale Research: A Beginner's Guide. Edinburgh: Scottish Council for Research in Education.

Punch, K. and Oancea, A. (2014) Introduction to research methods in education (2nd ed). London: Sage.

Sharp, J. (2009) Success with your education research project. Exeter: Learning Matters.

Thomas, G. (2014) How to do your research project. Maidenhead: Open University.

Wyse, D. and Cowan, K. (2017) The good writing guide for education students (4th ed).

London: Sage.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

Aligned with the overall commitment to equality and diversity stated in the Programme Specification, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using the VLE, learning materials are presented electronically in formats that allow flexible access and manipulation of content.

The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Student teachers are encouraged to reflect on their developing understanding of aspects relating to equality and diversity and to consider how this helps them to work towards meeting the Standard for Provisional Registration (GTCS, 2021), of which demonstrating commitment to social justice and inclusion is a significant part.

Through studying this module, student teachers develop knowledge and understanding of biases and their impact on people and practices and challenge these. They create and sustain effective working relationships with colleagues. A direct focus on these aspects not only advances equality in the student environment, by promoting empathy and affiliation, but also within the school settings where student teachers undertake their school experience.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Education
Moderator	B Cross and A N Other
External Examiner	M Beaton
Accreditation Details	General Teaching Council for Scotland
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	References to B.A. Hons Education Specialism removed, in line with changes at Programme Specification level.

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Students are required to submit ethics documentation for review and gain ethical approval before being able to undertake their research. Formative assessment consists of two written tasks and a presentation which are assessed by students' supervisor. Summative assessment consists of an 8000-word written dissertation in which students provide a referenced discussion of a specific area of, or related to primary education, an explanation of their practitioner research, and analysis of the findings of this research project. Student handbooks, and other detailed material made available to students, clarify the relationship between formative assessment and the specific learning outcomes for the module. This ensures that students relate feedback from formative assessment to their individual progress on the learning outcomes for the module. On summative assessments, students receive detailed information indicating the ways in which summative assessments assess individual learning outcomes for the module. As appropriate, students also receive detailed information on how feedback is provided for assessments.
Assessment 2
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Coursework	☒	☒	☒	☒	☒	100	1

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who
Removal of all references to Specialism/specialism	March 2026	Julie Stewart